**Minutes of the full governing board**

**Spaxton School CofE VC Primary School**

**Tuesday 13th November 2018 at 6.00pm**

**Present:** Andrew Watson. Chris Fairbrass (From 6.30), Luke Kelly (Head Teacher), Suzanne Traynor, Mike Hodson (Chair) and Heidi Moule

**In attendance:** Kerry Henderson (prospective local authority governor) and Helen Roper (Clerk)

1. **Opening Prayer**
   1. The Chair led the meeting in an opening prayer
2. **Welcome and Chair’s Update**
   1. The Chair welcomed Kerry Henderson to the meeting. He thanked the board for agreeing to a change of date because of his prior commitment the previous week.
   2. **Confidential Minute**
3. **Apologies and Declaration of Interests**
   1. Apologies were received and accepted from Revd. Eleanor King, Dean Waghorn and Becky Skews. The clerk requested that governors gave a reason for their absence when making their apologies.
   2. There were no declarations of interests re: agenda items
4. **Appointment of Local Authority Governor**
   1. Kerry Henderson left the room at 6.09pm while governors discussed her appointment. The Chair explained how the process had been initiated by his predecessor and he had interviewed Kerry with another governor. He recommended her appointment; the board accepted the recommendation unanimously.
   2. Kerry returned at 6.12pm
5. **Minutes of the last meeting and matters arising not covered by the agenda**
   1. The minutes of the 18th October were agreed to be an accurate record and were signed by the chair
   2. (2.6) The Keeping Children Safe in Education Guidance has been circulated to the board
   3. (3.1) Governors have all completed updated declaration of interest forms
   4. (4.3) Governor training opportunities have been circulate
   5. (4.5) SDP monitoring training has been set for Tuesday 27th November, with a 6.20 for a prompt 6.30 start.
   6. (5.1) The board accepted the previously circulated Terms of Reference for the Head Teacher’s Performance Management sub-committee
   7. (8.3) The chair signed the previously circulated Standing Orders
   8. (8.4) The action to design governor link strategy for finance and standards and quality was carried forward to after FGB training
   9. (13.1) The head reported that staff would welcome governors’ presence at parental workshops rather than parent evenings.
   10. (13.5) Heidi and Mike have EDUC accounts; Andrew’s account is now in his correct name
6. **School Development Plan**
   1. A RAG-rated copy of the SDP had been circulated in advance of the meeting. The head explained that Red actions had not been started, amber actions were in progress and green items had been successfully completed.
   2. The head outlined the reasons for the Red entries in each priority. He explained how it had been very difficult to find outstanding schools with the same class structure. He would invite staff to review outstanding practice in individual years if a 5/6 class could not be found. The Early Years Foundation Stage cluster meeting begin next week
   3. Pupil interviews had taken place but the focus had been on safeguarding rather than the curriculum as planned. **A governor asked how the school gained information about curriculum matters given the very young age of some of the pupils.** The head explained that they were asked questions about what they enjoyed, what they found difficult or what they would like to know more about.
   4. The head also outlined how assessments were being moderated to external standards, for example through the use of NFER and Tapestry. However, he noted there was a problem with Tapestry in that the company had not yet received its fee even though it had left the school account.
   5. Observation indicated that Phonics was being taught well.
   6. **A governor asked how the school identified disadvantaged children and noted that the school’s figures for disadvantaged were well below the national average of 27%.** The head explained they encourage parents to apply for free school meals so that pupils qualified under the Ever6 category. He added that parents were reluctant to claim. **The governor asked if the school was in a position to identify individual parents who could claim; recent training had suggested that the collection of National Insurance numbers had allowed other schools to check entitlement. ACTION: head to explore procedure.**
   7. The head outlined SDP tasks that had been delegated to other members of staff. For example, the SENDCo was responsible for interventions. **A governor asked how many targeted interventions were in place.** There are 6, most delivered to small groups of 2 or 3 pupils.
   8. The literacy coordinator will lead on the Aspiration work and the maths coordinator will audit the use of concrete mathematical tools.
   9. **A governor asked if more pupils were being identified with dyslexia and who diagnosed the condition for the school.** The school uses an in-house screener, a pupil’s score determines the level of intervention but is not itself a diagnosis.
   10. The head reminded governors that this term’s data drop had not yet taken place so the data actions remained red
   11. The chair asked the board to consider if the SDP format needed refining in light of the on-going plans to academise. Did it reflect the strategic changes that were required? Should it? **It was agreed to reflect on the format following the whole governing body training on monitoring.**
7. **Financial Report**
   1. The Month 6 financial report, prepared by a member of the LA’s financial team had been circulated in advance of the meeting. The board reviewed the financial dash board and report notes in detail
   2. **A governor asked why the third water and sewerage invoice had not been included in the financial planning.** The head explained that the cost centre had been calculated using the previous year as a guide but this did not take into account that on every other year the timing of the invoice meant 3 fell in a financial year.
   3. **A governor asked why grounds maintenance was more than twice the original forecast.** The supplier had been changed mid-year and there were a number of tasks that had been previously neglected.
   4. Governors noted a carry forward was predicted
8. **Head Teacher’s Report**
   1. The report had been circulated in advance of the meeting. The head informed that board that he had granted term time leave to the reception pupil as they were under 5.
   2. A further 2 pupils had left the school since the report and numbers now stood at 80. They were siblings moving to a school closer to their home, the pupil recorded in the report had left because parental work commitments had made travel very difficult. There had been 3 enquiries for places but all were for over-subscribed years. There had been 15 enquires for September 2019 entry.
   3. The Somerset Education Partner visit had gone well. The head was waiting for the written report but had been told that Y6 were on track to achieve in the top 5%
   4. The residential at Kilve had been successful; the head thanked Andrew for agreeing to be the emergency contact.
   5. The head shared his concerns about the swingeing cuts to local authority support services, particularly those related to child protection. **ACTION: Chair to investigate the implications for the school**
   6. **A governor asked for more information about “Clicker 5” and its role in SEND interventions.** The head outlined how it was used. **The governor asked how its impact would be measured.** The head explained the pupils reading scores would be re-tested after a term of use.
   7. **Andrew reported that he had reviewed the staff questionnaire outcomes with the head.** He noted that the returns were mainly positive and that staff responses were consistent. There were no patterns to any of the expressed concerns
9. **Policies and procedures** 
   1. The governors approved and adopted the following policies which had been circulated in advance of the meeting
      * Pay
      * Safeguarding
      * SEND
10. **Governor responsibilities**
    1. The Chair had circulated a discussion document re: lead roles for governors. A lead governor would work with school staff to review related policies and would make recommendations to the board; they would not have governance responsibility for the area, this would remain the collective responsibility of the full board. Lead governors would, if required, sit on related sub-committees and panels
    2. On reflection, Heidi has asked not to be safeguarding governor as finance is more closely related to her skill set.
    3. The following roles were agreed

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| Chair | Pay and Performance; staff discipline, EYFS, SDP, Ofsted |
| Chris | Pupil exclusion, staff discipline, premises, GDPR and complaints |
| Suzanne | HTPM, pupil exclusion, SIAMS, Curriculum (esp. English and Maths, pupil premium |
| Heidi | Finance |
| Dean | Health and safety, staff discipline |
| Eleanor | SIAMS |
| Andrew | SEND |
| Kerry | Safeguarding and HR |
| Becky | EYFS |
| Luke | SDP, Pay, Operational matters, Ofsted, Staff discipline |

* 1. **ACTION: Chair to forward “Ofsted questions list for governors”**
  2. **ACTION: Clerk to forward eLIM documents to GDPR lead**

1. **School Ethos and Vision Statement and British Values Statement**
   1. It was agreed no changes were required
2. **Pupil Premium Grant Report**
   1. The head outlined the way Pupil Premium Grant (PPG) reports were constructed. **A governor asked exactly how impact was measured.** The head explained that the achievement of PPG pupils was measured against non-PPG pupils’ achievement at the 3 key tracking points
   2. Overall, PPG pupils were doing well in writing and maths but falling behind in reading. The school had concluded that this was largely due to the lack of reading taking place at home and had therefore made supporting home reading its priority.
3. **SMSC Report**
   1. The head reported that there would be an emphasis on the spiritual in the next set of holistic afternoons as he felt this had been underrepresented in the last half-term.
   2. The first week back had provided a range of SMSC related activities. While Years 3 and 4 had been at Kilve, Years 5 and 6 had completed projects in French and Music and had commemorated the 100th anniversary of the end of the first world war. The other year groups had explored the theme of festivals of light and had looked at Diwali and Hanukkah.
4. **Safeguarding Report**
   1. The deputy Designated Safeguarding Lead (DSL) had been booked on the final part of her training. The head as DSL was due to update his Home Office Prevent training.
   2. One family was receiving level 2 support from a Parent and Family Support Adviser
5. **Any other business**
   1. The PTA has asked if governors would be free to complete a 30 minutes shift on the refreshment stall during the Christmas Fair planned for between 2 and 5 on Saturday 24th November
6. **Meeting review**
   1. The board reviewed the decisions and discussions within the meeting. It was agreed that there was now a correctly constituted board with clear areas of responsibility.
7. **Date of next meeting**
   1. Wednesday, 9th January 2019 beginning at 6.30pm.
   2. Monitoring the SDP training, Tuesday 27th November at 6.20 for a prompt 6.30 start

There being no other business the meeting closed at 8.25pm

These minutes were agreed as a true record

Signed Date

**Confidential Minute from a meeting of the full governing board**

**Spaxton School CofE VC Primary School**

**Tuesday 13th November 2018 at 6.00pm**

* 1. The chair informed the board that the South West Head Teacher’s Board had approved the school’s application to join the Haygrove Academy Trust earlier that day. He reported her had met with Karen Canham, Head of Haygrove, in advance of the decision and had been assured that the school would have “a voice and a vote” in the future direction of the trust.

The head reported that he understood that the trust hoped the academy orders would be prepared for an April conversion date.

**Summary of Decisions**

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| **4.1** | **Kerry Henderson was appointed as the Local Authority Governor** |
| **6.11** | **To review SDP format following monitoring training** |
| **10.3** | **Lead Governor responsibilities were determined** |
| **11.1** | **To leave the schools vision and values and British Values Statement unchanged.** |
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**Summary of actions**

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| **Minute** | **Action** | **Responsibility and time line** |
| **5.8** | **Design governor link strategy for finance and standards and quality – carried forward** | **Chair**  **After SDP training** |
| **6.6** | **To explore the practicalities of identifying free school meal entitlement through parent NI numbers** | **Head**  **ASARP** |
| **8.5** | **Investigate the potential impact of the cuts to level 2 and level 3 support services** | **Chair**  **ASAP** |
| **10.4** | **forward “Ofsted questions list for governors”** | **Chair**  **ASAP** |
| **10.5** | **forward eLIM documents to GDPR lead** | **Clerk**  **ASAP** |
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